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ABSTRACT

Credit course registration characteristics for the extension classes program, Continuing Education and Extension, University of Minnesota, are presented and provide a basis for future program planning and evaluation. Based on 1974-75 data, the report focuses on the Twin Cities, Duluth, Morris, and Rochester locations. The text discusses: courses, sections, and registrations; comparison of registration by location and field for 1973-74 and 1974-75; average credit per individual registrant; credit hours by field; full year equivalent; and, context and qualifications for planning. Ten tables provide data and supplement the text. The detailed record of registrations, number of courses, and number of students translated into full year equivalent numbers reveals the substantial dimensions of this program. The majority of extension classes students are under 30 years of age, and long range planning should take cognizance of this shrinking population base. (LH)

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UNIVERSITY OF MINNESOTA
CONTINUING EDUCATION AND EXTENSION

Extension Classes
Registrations -- Credit Hours -- Full Year Equivalents
By Location -- By College -- By Field

Clara Kanun
and Robert Gremore

April, 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FOREWORD

This second in the 1976 Series on Continuing Education and Extension Classes, prepared in response to Associate Vice President Linck's request, provides the most concrete basis for evaluating and planning for the future. The detailed record of registrations, number of courses and number of students translated into full year equivalent numbers by location, by field, and by college reveals the substantial dimensions of this program.

Although Continuing Education programs also include Conferences, Independent Study, Media Resources and Audio Visual Library Services among the delivery systems, Extension Classes is that program through which the faculty responds in the traditional format. The great dimensions of this program, particularly in the College of Liberal Arts and the School of Business Administration, are therefore measures of the demands made on these faculties. (Dependence on adjunct faculty is substantial for Business Administration courses, particularly since this school offers a Masters in Business Administration Degree for continuing education students through the Graduate School in addition to programs covered by this report.)

As with all studies of this kind, only a portion of the available data is covered in these pages.

Acknowledgement of the assistance of Ray Swanson, Graduate Assistant, and Louise Burris, Statistical Clerk, is noted.

Clara Kanun
Robert Gremore

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Extension Classes
Continuing Education and Extension
Registrations -- Credit Hours -- Full Year Equivalents
By Location -- By College -- By Field

For Credit Courses

Introduction

Viewed from any of several vantage points the Extension Classes program, Continuing Education and Extension, University of Minnesota, is one of the largest in the country. This is particularly true in the number of individual registrants, the number of registrations, and the number and variety of courses. This report (the second of a 1975-76 series) focuses on the credit course registration characteristics for the Twin Cities, Duluth, Morris, and Rochester areas. Although the most current year, 1974-75, is the core report year, comparisons are made with 1973-74 to show a trend picture. (Data for comparisons with earlier years are available.)

While for planning purposes credit hours and number of courses and registrations may be most important, the role of this program in providing an open door to the University is best reflected in the increasing number of individual registrants who have their first contact or find a reentry to the University through registration in Extension Classes.

Long range planning, however, should take cognizance of the shrinking population base on which the reduction in traditional college population is projected. The same factors will affect the continuing education projections. The pool from which the major number of Extension Classes students are currently drawn is the young adult, that is, those under 30. This has been a relatively stable characteristic for the last eleven years.

On the basis of current birthrates, this group is not replacing itself, and therefore the expectation that continuing education participants will constantly be increasing in numbers as the traditional college population decreases needs to be mediated by these facts. The projection that there will be a constant increase in adult students can only be supported for a relatively short period. The other factors of changing social conditions, and the relation of skills required by the market to academic training including occupational retraining, may not necessarily contribute to constantly increased demands on collegiate resources. The current greatest rate of increase in part-time continuing and adult education is in the noncollegiate, voluntary, industrial, or vocational training institutions.

The number of individual registrants and the percent increase for the last decade and the comparison years reflect the importance of this Continuing Education program as a University outreach. The ten year increase is 6 percent.

Registrants at all Locations in Credit Courses

Year	Number	Percent Increase
1964-65	23,864	--
1973-74	37,162	55.7
1974-75	38,517	3.7

Most of the registrants are participants in courses at Twin Cities locations, as illustrated by the distribution of individual registrants.

Registrants By Location for 1974-75

Location	Number	Percent of Total
Twin Cities	33,525	87.1
Duluth	3,769	9.7
Morris	415	1.1
Rochester	808	2.1
Total	38,517	100.0

Consistent with the distribution of the state population, the major portion of the registrations in all programs, and particularly credit programs, occurs at Twin Cities locations. For 1974-75, the registrations by location were as follows:

Registrations By Location For 1974-75

Location	Registrations	Percent of Total
Twin Cities	70,855	88.8
Duluth	6,955	8.7
Morris	563	0.7
Rochester	1,404	1.8
Total	79,777	100.0

Courses, Sections and Registrations:

The number and variety of Extension Classes is very large, reflecting and literally extending the Day School curriculum. In addition to the degree credit courses drawn from the college offerings, a number of degree credit equivalent courses are listed as certificate credit. This group of courses are degree credit equivalent, but carry the certificate status only because they are not drawn from the regular college listings. The details of numbers of courses, sections and registrations in the 1974-75 Extension Classes programs are shown in Table I.

Inspection of Table I reveals the expected relationships in location with number of courses and number of registrations highest at the Twin Cities locations. Also to be expected is the large majority of courses and registrations at the undergraduate level because of the historical resistance to extending opportunities for graduate work through Extension. The count of courses and sections is based on a particular course counted once only within 1974-75 whether it was offered once or more than once within the twelve months. The section count reflects

the repetition of courses within the year. Notable on this point is the relatively high ratio of sections to courses at the graduate level. That is, there are relatively few graduate courses offered, but those offered are given many times at each of the locations. In summary of the detail in Table I, most of the registrations at the graduate and undergraduate levels occur at Twin Cities locations. Similarly, most of the courses are offered at Twin Cities locations. By an odd coincidence the proportions of total courses and of total registrations are identical. This is a numerical coincidence and not always or essentially characteristic of the program in Extension Classes.

TABLE I

CREDIT COURSES, SECTIONS, AND REGISTRATIONS
BY LOCATION FOR 1974-75

Location	Courses	Percent of Total	Sections	Percent of Total	Registrations	Percent of Total
UNDERGRADUATE						
Twin Cities	1,342	71.7	2,460	66.4	65,223	81.8
Duluth	319	17.1	521	14.1	6,390	8.0
Morris	31	1.7	34	0.9	561	0.7
Rochester	12	0.6	50	1.4	480	0.6
Sub Total	1,704	91.1	3,065	82.8	72,654	91.1
GRADUATE						
Twin Cities	151	8.1	550	14.8	5,632	7.1
Duluth	8	0.4	16	0.4	565	0.7
Morris	--	--	--	--	2	--
Rochester	8	0.4	75	2.0	924	1.2
Sub Total	167	8.9	641	17.2	7,123	8.9
Total	1,871	100.0	3,706	100.0	79,777	100.0

Comparison of Registration By Location and Field for 1973-74 With 1974-75:

There has been a steady increase in Extension Classes registrations reflecting the increase of individuals with college background in the general population. More than 73 percent of Extension Classes students have some college background before their first Extension Classes registration. The most dramatic increase in registrations in recent years was recorded in 1974-75 compared with 1973-74. This is related to the fact that the young adult population, 30 or under, is at its largest in the population pyramid in recent history.

The number of registrations and proportion of increase by location was as follows (with the exception of the program at Rochester as indicated):

Number of Credit Registrations By Location
For 1973-74 With 1974-75

Location	1973-74	1974-75	Percent of Change
Twin Cities	55,898	70,855	26.8
Duluth	5,536	6,955	25.6
Morris	285	563	97.5
Rochester	1,668	1,404	-15.8
Total	63,387	79,777	25.9

Comparisons of registration by field can be made within each year as well as over time. Because there are some differences in these registrations by field among the locations, these detailed comparisons are shown by location in Table II for the Twin Cities, III for Duluth, IV for Morris, and V for Rochester.

The data described in Tables II through V are drawn from historical records collected and sorted for an annual and biennial survey (and are available in this office from 1963-64 to date.) The classification of subject matter fields is that of the Office of Education, HEGIS survey, and are therefore somewhat different from the

departmental college or divisional lines of the University of Minnesota. For example, Biological Sciences and Business and Management are comparable to these respective units at the University. Psychology is identical, but the Social Science category includes Anthropology, Economics, History, Sociology, and Political Science in addition to many of the interdisciplinary social science fields. The Health Sciences and Education are similar to those fields so classified at the University. (Data are available by department.)

The registrations by fields at Twin Cities locations for 1973-74 compared with 1974-75 are shown in Table II. Inspection of Table II reveals some consistency with 1973-74 in rank order of numbers and proportion of registrations in the respective fields, although the increase in total registration in 1974-75 from the preceding year was 26.8 percent. In each of the years the highest number of proportion of registrations was in the fields of Business and Management with the Social Sciences ranked second. The rank order in number of registrations in the respective fields for the top ten positions reveals some shift in positions. The top four fields remain in the same positions in each of the years.

1973-74	Rank Order	1974-75
Business and Management	1	Business and Management
Social Sciences	2	Social Sciences
Education	3	Education
Fine and Applied Arts	4	Fine and Applied Arts
Letters	5	General College
General College	6	Letters
Health Professions	7	Psychology
Psychology	8	Foreign Languages
Foreign Languages	9	Health Professions
Mathematics	10	Mathematics

(See Table II on next page)

TABLE II

TWIN CITIES
DEGREE AND CERTIFICATE CREDIT REGISTRATION BY FIELDS
1973-74 COMPARED WITH 1974-75

Subject Matter Fields	1973-74 Registration	Percent of Total	1974-75 Registration	Percent of Total
Agriculture and Natural Resources	999	1.8	1,537	2.2
Architecture and Environmental Design	1,077	1.9	1,397	1.9
Biological Sciences	816	1.4	698	1.0
Business and Management	12,023	21.5	15,796	22.2
Communications	798	1.4	1,453	2.0
Computer and Information Sciences	266	0.5	426	1.0
Education	7,143	12.8	6,937	9.8
Engineering	1,211	2.2	1,478	2.0
Fine and Applied Arts	5,062	9.0	6,402	9.0
Foreign Languages	1,791	3.2	2,469	3.4
Health Professions	2,243	4.0	2,052	3.0
Home Economics	46	0.1	861	1.2
Law	--	--	--	--
Letters	4,988	9.0	5,592	7.8
Library Science	59	0.1	63	0.1
Mathematics	1,469	2.6	1,889	2.6
Military Science	--	--	--	--
Physical Sciences	1,006	1.8	1,445	2.0
Psychology	2,130	3.8	3,116	4.4
Social Sciences	9,498	17.0	10,899	15.4
Theology	--	--	44	0.1
Interdisciplinary	19	0.1	--	--
Not Categorized	131	0.2	639	1.0
General College	3,123	5.6	5,662	7.8
Total	55,898	100.0	70,855	100.0

Although the Division system of the Duluth Campus is somewhat different from the College units of the Twin Cities Campus, the registrations by fields for Duluth shown in Table III are sorted on the same category system used in the preceding table and the two which follow. (All are based on the HEGIS categories.) The Duluth registration in 1974-75 was 9.7 percent of the total Extension Classes registrations and was 25.6 percent higher than that of 1973-74.

Inspection of Table III reveals registration patterns by field which are characteristic of Duluth and different from those of the Twin Cities programs.

The largest number of registrations and proportion of the Duluth total in each of the years was in Education courses with 41.8 percent in 1973-74 and 37.5 percent in 1974-75 in this field. Generally the patterns of number of registrations and proportion of the total by field have remained similar over the two years shown in Table III. The comparisons for the top five in rank order are:

1973-74	Rank Order	1974-75
Education	1	same
Social Sciences	2	same
Business and Management	3	same
Psychology	4	same
Letters	5	same

(See Table III on next page)

TABLE III

UNIVERSITY OF MINNESOTA, DULUTH
DEGREE AND CERTIFICATE CREDIT REGISTRATION BY FIELDS
1973-74 COMPARED WITH 1974-75

Subject Matter Fields	1973-74 Registration	Percent of Total	1974-75 Registration	Percent of Total
Agriculture and Natural Resources	70	1.3	74	1.1
Architecture and Environmental Design	--	--	--	--
Biological Sciences	101	1.8	115	1.6
Business and Management	540	9.8	819	11.8
Communications	109	2.0	252	3.6
Computer and Information Sciences	--	--	--	--
Education	2,315	41.8	2,611	37.5
Engineering	--	--	4	0.1
Fine and Applied Arts	183	3.3	331	4.8
Foreign Languages	16	0.3	15	0.2
Health Professions	62	1.1	78	1.1
Home Economics	--	--	3	--
Law	--	--	--	--
Letters	342	6.2	405	5.8
Library Science	--	--	--	--
Mathematics	75	1.3	227	3.2
Military Science	--	--	--	--
Physical Sciences	184	3.3	42	1.0
Psychology	417	7.5	568	8.1
Social Sciences	1,034	18.7	1,033	14.8
Theology	--	--	--	--
Interdisciplinary	--	--	--	--
Not Categorized	88	1.6	2	--
Unclassified	--	--	376	5.4
Total	5,536	100.0	6,955	100.0

The registrations by fields for Morris and Rochester are relatively low. The Morris programs and courses are organized by departments and divisions and Extension Classes drawn from that curriculum are all undergraduate. By special arrangements, some limited registrations at the graduate level are possible. Credit courses for the Rochester area are drawn most often from the Twin Cities curriculum.

In 1974-75, the Morris registrations increased substantially from the preceding year, to 563. Approximately 43 percent of the registrations were in Education courses. Fine and Applied Arts and the Social Sciences were the other major fields for registrations in 1974-75. Although these relationships reflected the patterns of 1973-74, the proportions shifted from Education to increases in the Fine and Applied Arts in 1974-75. The details are shown in Table IV on page 11.

The 1974-75 registrations at Rochester showed a decrease from the preceding year. Extension Classes are most often staffed by faculty from the Twin Cities campuses and drawn from that curriculum. The registrations are most heavily concentrated in Education courses as shown in Table V with a small number of courses at graduate level offered in many multiple sections. The shift in 1974-75 was a decrease from 71 percent to 51.5 percent of the registrations in Education and an increase in the Health Professions from 1.4 percent in 1973-74 to 14.7 percent in 1974-75. These details are shown in Table V.

(See Table IV on page 11 and Table V on page 12)

TABLE IV

UNIVERSITY OF MINNESOTA, MORRIS
DEGREE AND CERTIFICATE CREDIT REGISTRATIONS BY FIELDS
1973-74 COMPARED WITH 1974-75

Subject Matter Fields	1973-74 Registrations	Percent of Total	1974-75 Registrations	Percent of Total
Agriculture and Natural Resources	--	--	--	--
Architecture and Environmental Design	--	--	--	--
Biological Sciences	7	2.5	--	--
Business and Management	--	--	--	--
Communications	--	--	23	4.1
Computer and Information Sciences	--	--	--	--
Education	167	58.6	240	42.6
Engineering	--	--	--	--
Fine and Applied Arts	47	16.5	134	24.0
Foreign Lanuages	--	--	--	--
Health Professions	--	--	--	--
Home Economics	--	--	--	--
Law	--	--	--	--
Letters	--	--	11	2.0
Library Science	--	--	--	--
Mathematics	--	--	16	2.8
Military Science	--	--	--	--
Physical Sciences	--	--	--	--
Psychology	--	--	18	3.2
Social Sciences	64	22.4	109	19.3
Theology	--	--	--	--
Interdisciplinary	--	--	--	--
Not Categorized	--	--	--	--
Unclassified	--	--	12	2.1
Total	285	100.0	563	100.0

TABLE V

ROCHESTER AND AREA
DEGREE AND CERTIFICATE CREDIT REGISTRATIONS BY FIELDS
1973-74 COMPARED WITH 1974-75

Subject Matter Fields	1973-74 Registration	Percent of Total	1974-75 Registration	Percent of Total
Agriculture and Natural Resources	89	5.3	--	--
Architecture and Environmental Design	32	1.9	19	1.3
Biological Sciences	2	0.1	--	--
Business and Management	--	--	19	1.3
Communications	--	--	18	1.2
Computer and Information Sciences	--	--	--	--
Education	1,183	70.9	723	51.5
Engineering	17	1.0	--	--
Fine and Applied Arts	--	--	7	1.0
Foreign Languages	--	--	--	--
Health Professions	23	1.4	207	14.7
Home Economics	--	--	118	8.4
Law	--	--	57	4.0
Letters	57	3.4	68	4.8
Library Science	--	--	--	--
Mathematics	--	--	--	--
Military Sciences	--	--	--	--
Physical Sciences	--	--	--	--
Psychology	40	2.4	120	8.5
Social Sciences	34	2.0	48	3.4
Theology	--	--	--	--
Interdisciplinary	--	--	--	--
Not Categorized	191	11.5	--	--
Unclassified	--	--	--	--
Total	1,668	100.0	1,404	100.0

Average Credit By Individual Registrant:

Although the number of individuals registering for Extension Classes is very great and has been increasing in each of the recent several years, the number of registrations per individual is relatively low. This is consistent with the varied motivations of the students. Few are degree candidates through work totally completed in this program; 40 percent have attained at least a bachelor's degree before their first Extension Classes registration. Others find Extension Classes a program through which to supplement or expedite degrees in other University units or other institutions. Most students' patterns of attendance are transient rather than persistent. The part-time status of the students is illustrated by the average course registration by individual at each of the locations in 1974-75. The Twin Cities average is slightly more than two courses in one year; the averages are lower at the other locations.

Average Course Registration By Location In 1974-75

Location	Number of Courses
Twin Cities	2.1
Duluth	1.8
Morris	1.4
Rochester	1.7

Credit Hours By Field:

The credit hours by fields are shown for the Twin Cities in Table VI and for Duluth in Table VII. This detail is not shown for the other locations, since the total registrations are low. It is clear that the subject matter in total credit hours follows the rank order of total registrations, and therefore the descriptive detail in Tables VI and VII needs no additional comment.

(See Tables VI and VII on pages 14 and 15.)

TABLE VI

REGISTRATIONS AND CREDIT HOURS BY FIELDS
TWIN CITIES -- 1974-75

Subject Matter Fields	Undergraduate Regis-tration	Undergraduate Credit hours	Graduate Regis-tration	Graduate Credit hours	Total Credit Hours	Percent of Total
Ag. & Nat'l Resources	1,297	4,799	240	888	5,687	2.2
Arch. & Envir. Design	1,283	4,747	114	422	5,169	2.0
Biological Sciences	696	2,575	2	7	2,582	1.0
Business & Mgmt.	15,436	57,113	360	1,332	58,445	22.3
Communications	1,364	5,047	89	329	5,376	2.0
Computer & Info Sci	380	1,406	46	170	1,576	0.6
Education	4,160	15,392	2,777	10,275	25,667	9.8
Engineering	1,424	5,269	54	200	5,469	2.1
Fine & Applied Arts	6,099	22,566	303	1,121	23,687	9.0
Foreign Languages	2,455	9,084	14	52	9,136	3.5
Health Professions	1,637	6,057	415	1,536	7,593	2.9
Home Economics	808	2,990	53	196	3,186	1.2
Law	--	--	--	--	--	--
Letters	5,325	19,703	267	988	20,691	7.9
Library Science	22	81	41	152	233	0.1
Mathematics	1,855	6,864	34	126	6,990	2.6
Military Sciences	--	--	--	--	--	--
Physical Sciences	1,427	5,280	18	67	5,347	2.1
Psychology	2,890	10,693	226	836	11,529	4.4
Social Sciences	10,320	38,184	579	2,142	40,326	15.3
Theology	44	163	--	--	163	0.1
Interdisciplinary St.	--	--	--	--	--	--
Not Categorized	639	2,364	--	--	2,364	0.9
General College	5,662	20,949	--	--	20,949	8.0
Total	65,223	241,326	5,632	20,839	262,165	100.0

Note: The credit hours are based on a ratio of 3.7 hours per course registration.

TABLE VII

REGISTRATIONS AND CREDIT HOURS BY FIELDS
UNIVERSITY OF MINNESOTA, DULUTH -- 1974-75

Subject Matter Fields	Undergraduate Regis-tration	Undergraduate Credit hours	Graduate Regis-tration	Graduate Credit hours	Total Credit Hours	Percent of Total
Ag. & Nat'l Resources	74	274	--	--	274	1.1
Biological Sciences	114	422	1	4	426	1.7
Business & Mgmt.	816	3,019	3	11	3,030	11.8
Communications	252	932	2	7	939	3.6
Education	2,159	7,988	432	1,672	9,660	37.5
Engineering	4	15	--	--	15	0.1
Fine & Applied Arts	256	947	75	278	1,225	4.8
Foreign Languages	15	56	--	--	56	0.2
Health Professions	50	185	28	104	289	1.1
Home Economics	3	11	--	--	11	*
Letters	405	1,499	--	--	1,499	5.8
Mathematics	227	840	--	--	840	3.3
Physical Sciences	41	152	1	4	156	0.6
Psychology	568	2,102	--	--	2,102	8.2
Social Sciences	1,028	3,804	5	19	3,823	14.9
Not Categorized	2	7	--	--	7	*
Unclassified	376	1,391	--	--	1,391	5.4
Total	6,390	23,644	547	2,099	25,743	100.0

Note: * Less than one tenth of one percent.

Full Year Equivalent:

Conversion of total credit hours taught in Extension Classes in 1974-75 to a full year equivalent student count reveals that the count is very large, with 6,059 in the Twin Cities area and 594 in the Duluth area. Registrations in the Rochester and Morris areas are relatively low and therefore the full year equivalent is not shown.

From the tables in this section, it is clear that two colleges carry approximately sixty-four percent of the full year equivalent load of all Extension Classes teaching in the Twin Cities area. The school of Business Administration, with 1,313 full year equivalent number of students in Extension Classes, is approximately as high as the Day Classes program in this college. The full year equivalent in College of Liberal Arts courses offered through Extension Classes is 2,586.

Although not as large in number, the credit hours and full year equivalent number of students in the College of Education, General College, and the Institute of Technology are substantial.

The details in the three tables in this section reflect the involvement and demands made on the faculties, particularly in those fields in which the registrations are most concentrated. Table VIII, showing credit hours and full year equivalent count of students by fields, and Table IX showing the same detail by college, are for the Twin Cities programs. Most of the registrations, approximately ninety percent, are in undergraduate courses. It should be noted that in addition to continuing education programs administratively located in Extension Classes, a Master of Business Administration degree program for part time students is administered through the Graduate School, and a number of continuing education credit programs are directly administered by the Institute of Technology.

The full year equivalent count of students for the Duluth area is shown in Table X by Division, consistent with that campus structure.

(See Table VIII on page 18, Table IX on page 19, and Table X on page 20.)

Context and Qualifications for Planning:

Although the demands on the faculty for responding to the classroom presence of these additional thousands of full year equivalent students are great, planning for this group needs to consider some of the similarities in goals, interests, and patterns of registration among Day School and Extension Classes students and also the distinctive differences. Most notable is the qualification that approximately half of Extension Classes students have histories of previous University attendance; forty percent have attained the bachelors or graduate degrees before the first Extension Classes registration; and characteristic registration is part time and transient.*

* See The Extension Classes Student: Patterns of Registration, Sociological Profile and Goals and Motivations.

TABLE VIII

CREDIT HOURS AND FULL YEAR EQUIVALENT COUNT OF STUDENTS
BY FIELDS, TWIN CITIES -- 1974-75

Subject Matter Fields	Undergraduate Credit Hours	Undergraduate Full Year Equiv.	Graduate Credit Hours	Graduate Full Year Equiv.	Total Full Year Equiv.	Percent of Total
Ag. & Nat'l Resources	4,799	107	888	30	137	2.2
Arch & Envir. Design	4,747	105	422	14	119	2.0
Biological Sciences	2,575	57	7	--	57	0.9
Business & Mgmt.	57,113	1,269	1,332	44	1,313	21.7
Communications	5,047	112	329	11	123	2.0
Computer & Info Sci	1,406	31	170	6	37	0.6
Education	15,392	342	10,275	343	685	11.3
Engineering	5,269	117	200	7	124	2.1
Fine & Applied Arts	22,566	501	1,121	37	538	8.9
Foreign Languages	9,084	202	52	2	204	3.3
Health Professions	6,057	135	1,536	51	186	3.1
Home Economics	2,990	66	196	7	73	1.2
Law	--	--	--	--	--	--
Letters	19,703	438	988	33	471	7.7
Library Science	81	2	152	5	7	0.1
Mathematics	6,864	153	126	4	157	2.6
Military Sciences	--	--	--	--	--	--
Physical Sciences	5,280	117	67	2	119	2.0
Psychology	10,693	238	836	28	266	4.4
Social Sciences	38,184	849	2,142	71	920	15.2
Theology	163	4	--	--	4	0.1
Interdisciplinary St.	--	--	--	--	--	--
Not Categorized	2,364	53	--	--	53	0.9
General College	20,949	466	--	--	466	7.7
Total	241,326	5,364	20,839	695	6,059	100.0

Note: The Full Year Equivalent is based on a ratio of 45 credit hours at the undergraduate level and 30 hours at the graduate level.

TABLE IX

Registrations, Credit Hours, and Full Year Equivalent
Count of Students by College, Twin Cities -- 1974-75

College	Undergraduate			Graduate			Total		
	Reg.	Credit Hours	Full Year Equiv.	Reg.	Credit Hours	Full Year Equiv.	Reg.	Credit Hours	Full Year Equiv.
Agriculture	2,105	7,789	173	293	1,084	37	2,398	8,873	210
Business	15,436	57,113	1,269	360	1,332	44	15,796	58,445	1,313
Biological Sciences	696	2,575	57	2	7	--	698	2,582	57
Liberal Arts	29,158	107,885	2,399	1,519	5,620	187	30,677	113,505	2,586
Education	4,160	15,392	342	2,777	10,275	343	6,937	25,667	685
General College	5,662	20,949	466	--	--	--	5,662	20,949	466
Health Sciences	1,637	6,057	135	415	1,536	51	2,052	7,593	186
Institute of Technology	6,369	23,566	523	266	985	33	6,635	24,551	556
TOTALS	65,223	241,326	5,364	5,632	20,839	695	70,855	262,165	6,059

Note: The Full Year Equivalent is based on a ratio of 45 credit hours at the undergraduate level and 30 hours at the graduate level.

TABLE X

CREDIT HOURS AND FULL YEAR EQUIVALENT COUNT OF STUDENTS
BY FIELDS, UNIVERSITY OF MINNESOTA, DULUTH -- 1974-75

Subject Matter Fields	Undergraduate Credit Hour	Undergraduate Full Year Equiv.	Graduate Credit Hour	Graduate Full Year Equiv.	Total Full Year Equiv.	Percent of Total
Ag. & Nat'l Resources	274	6	--	--	6	1.0
Biological Sciences	422	9	4	--	9	1.5
Business & Mgmt.	3,019	67	11	--	67	11.3
Communications	932	21	7	--	21	3.5
Education	7,988	178	1,672	56	234	39.4
Engineering	15	--	--	--	--	--
Fine & Applied Arts	947	21	278	9	30	5.1
Foregin Languages	56	1	--	--	1	0.2
Health Professions	185	4	104	3	7	1.2
Home Economics	11	--	--	--	--	--
Letters	1,499	33	--	--	33	5.6
Mathematics	840	19	--	--	19	3.2
Physical Sciences	152	3	4	--	3	0.5
Psychology	2,102	47	--	--	47	7.8
Social Sciences	3,804	85	19	1	86	14.5
Not Categorized	7	--	--	--	--	--
Unclassified	1,391	31	--	--	31	5.2
Total	23,644	525	2,099	69	594	100.0

Note: The Full Year Equivalent is based on ratio of 45 credit hours at the undergraduate level and 30 credit hours at the graduate level.